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ABSTRACT

In February 1971, the Center for War/Peace Studies hosted a consultation of educators concerned with improving the teaching of the international dimension of education at all levels with particular emphasis on matters that affect war, peace, conflict, and change. The participants felt strongly that a survey of what actually existed in the field was necessary. The Center undertook this task. Letters were mailed to 1500 selected teachers publishers, colleges and universities, curriculum projects and voluntary organizations. Five hundred replies were received, most requesting to be kept informed of progress made in the undertaking. This annotated bibliography represents only a first step in the curriculum collection. The teaching materials are not new, but those deemed the most visible and available to teachers particularly interested in teaching about war, peace, conflict, or change. Content, objectives, strategies, method and usability at level were considerations for surveying teaching materials. Two of the thirteen projects annotated in this guide are the Amherst Project and the Harvard Social Studies Project. A list of organizations concerned with these subjects is included, as well as a list of the consultative group.  
(Author/OPH)

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# CURRICULUM MATERIALS ON WAR, PEACE, CONFLICT, AND CHANGE

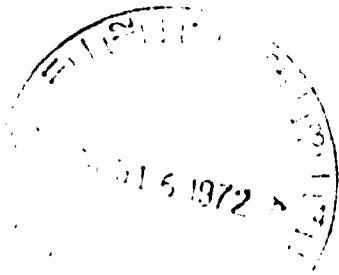
## **AN ANNOTATED BIBLIOGRAPHY**

**With a Listing of  
Organizational Resources**

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**CENTER FOR WAR/PEACE STUDIES  
218 East Eighteenth Street  
New York, N.Y. 10003**

May 1972



## INTRODUCTION

In February 1971, the Center for War/Peace Studies hosted a consultation of educators concerned with improving the teaching of the international dimension of education at all levels with particular emphasis on matters that affect war, peace, conflict, and change. The individuals and organizations represented (listed at the conclusion of this publication) felt very strongly that the first step needed was a survey of what actually existed in the field. The Center undertook responsibility for this task as one means of opening the field.

Accordingly, in May and June of 1971, a letter and appropriate attachments went out to some 1,500 selected teachers, publishers, colleges and universities, concerned voluntary organizations, and curriculum projects. Some 500 replies were received. By far the greatest number expressed interest in the project and asked to be kept informed. This is the first report on the project. It is being sent to all who asked to be kept informed either by their response to the first mailing or through later contact. The Center plans to keep adding to this resource as new materials become available.

This publication, then, represents only a first step in curriculum collection. The teaching materials included are not new but those deemed the most visible and available to teachers and particularly useful to educators who wish to begin teaching about war, peace, conflict, or change. A number of schools, individuals, and publishing companies have additional materials, but these materials are either experimental or in some phase of development and are not ready for dissemination.

In addition, many social studies texts and projects have within them international and conflict resolution materials. The Center for Teaching International Relations at the Graduate School of International Studies, University of Denver, in cooperation with the Center for War/Peace Studies, is currently surveying U.S. Office of Education funded projects to determine their international content. This information will be available at a later date.

The teacher interested in dealing with war, peace, conflict, and change will find the materials annotated herein readily available. Further assistance for teachers can be obtained from a variety of sources, many also listed here.

A significant portion of curriculum development and materials comes from organizations, both private and public, which work in some field of international studies. The major organizations have been noted here along with their areas of concern. Representative materials they produce which are useful to classroom teachers have been mentioned.

Finally, we included a listing of more general reference materials with helpful background books and information about simulation games and films. For any teacher embarking on conflict studies, these readings should prove useful.

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## I. ANNOTATED MATERIALS

### **SURVEYING THE MATERIALS**

*The following questions were used in surveying the teaching materials although each annotation does not specifically answer every question. In general, an attempt was made to note the following: content, objective, strategies, method and usability.*

<b>Content</b>	<i>What are the parameters and the major focus of this material? Does it deal with international politics, law, organization, economics, foreign policy, or area/comparative studies?</i>
<b>Objective</b>	<i>What is its approach? What is its stated aim? Is the material faithful to that aim?</i>
<b>Strategies</b>	<i>What teaching strategies are included in or with the material? Do these teaching strategies succeed in getting at the stated purpose of the materials?</i>
<b>Method</b>	<i>Is the material cognitive or conceptual? Does it provide opportunity for analysis and inquiry?</i>
<b>Usability at level</b>	<i>Can the average student at this grade level read and understand the materials? Have evaluative instruments been developed?</i>

### **THE AMHERST PROJECT**

The Amherst Project is a research and development project concerned with inquiry approaches in the study of history in schools. The emphasis is on "getting the student to be the scholar himself -- to deal with original evidence, learn to ask questions, and formulate his own conclusions. . ." History is presented as a series of primary sources through which the student will be able to raise his own questions, learn how to define "facts" and develop his own generalizations. Amherst Project materials are more suitable for better students. Three titles are of special interest. A separate teacher's guide is included with each unit.

1. *Collective Security in the 1930's: The Failure of Men or the Failure of a Principle? (1970)*
2. *Hiroshima: A Study in Science, Politics, and the Ethics of War. (1970)*
3. *Korea and the Limits of Limited War. (1970)*

All titles are available from: Addison-Wesley Publishing Company, Menlo Park, California 94025. Set of five student booklets with teacher's guide: \$16.00.

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## COLLECTIVE SECURITY IN THE 1930'S: THE FAILURE OF MEN OR THE FAILURE OF A PRINCIPLE

### *Content, Scope, and Aims*

This unit perceives collective security as the foundation of American foreign policy. The intent of the unit is threefold: 1) to give students an understanding of collective security and our national experience with it in order better to understand today's issues in international affairs; 2) to raise cautionary questions about the use and mis-use of "history" or our perception of history in policy making; and 3) to develop, in the pursuit of historical understanding, critical skills which will lead to the appreciation of the limits and tentative nature of generalizations. Through an analysis of the failure of collective security, the authors examine the principles and practices of international peace-keeping.

### *Organization of Text, Teaching Aids, and Approaches*

The unit is divided into three sections: 1) Theory of Collective Security; 2) The First Test: The Manchurian Crisis, 1931-32; 3) The Great Test: The Italo-Ethiopian Crisis 1935-36. An epilogue deals with foreign policy since World War II. The student examines the theory of collective security, its goals and assumptions, and is then presented with two crisis case studies. Some analysis is done for the teacher in the teacher's manual, and questions are raised so that problems can be posed for the student. The material is very complex, however, and unless students and teacher have sufficient background the analysis will be insufficient for a clear understanding to emerge.

### *Suggested Uses*

The authors caution: 1) that this is a unit on diplomatic history, and diplomatic history is not easy to study, and 2) that it is assumed most students who use this unit will have studied world history in some previous course. The material, intended for students in grades 11 through 14, requires thoughtful, painstaking analysis. Even in the upper high school grades, it will be useful only for the better students. In addition, so much background is assumed that it is difficult, although still possible, to select out sections for use in another unit or as supplementary material.

## HIROSHIMA: A STUDY IN SCIENCE, POLITICS AND THE ETHICS OF WAR

### *Content, Scope, and Aims*

The decision to drop the bomb on Hiroshima is examined through three central questions: 1) Why was the decision made to drop the atomic bomb? 2) Was it a wise decision, considering the alternatives? 3) Was it morally right? The material, mostly primary sources, explores the political, military, scientific, moral, and human factors that brought about the decision. The student is asked to form his own conclusions only after he has considered all the influences and has been made aware of the complexity of the decision-making process. This awareness is the basic objective of the unit.

### *Organization of Text, Teaching Aids, and Approaches*

This unit is divided into five sections: 1) The Apparent Choice: Japanese Lives vs. American Lives, 2) Was it a Military Decision? 3) The Agony of Atomic Scientists, 4) Was it the Product of a Diplomatic Blunder--or of Diplomatic Calculation, 5) Was it a Morally Defensible Act? Source materials are organized so that students can analyze the complex factors which contributed to the final decision. The teacher's manual, in its introduction and in its analysis of each section, raises questions for the student and teacher. The student text does not. Some of the questions are broad and relate to decision-making, while others pose very specific questions concerning the validity and/or usefulness of certain materials presented. The development of inquiry skills is sought through the use of documents as a springboard for class discussion and independent work.

### *Suggested Uses*

HIROSHIMA is useful for the teacher planning a unit on decision-making or a study of war. The materials are intended for grades 8 through 14, but selection is necessary since much of the material, as well as the questions raised, are too difficult for the junior high level. The materials provide a many faceted approach to the problem and are most useful as a whole unit. For the teacher who has less time, sections, readings, and problems can be selected out.

## KOREA AND THE LIMITS OF LIMITED WAR

### *Content, Scope, and Aims*

The compatibility of limited war and democracy are examined. The issue of a limited war with limited objectives versus an unlimited war seeking victory is explored. The unit deals specifically with the question of shaping and forming a foreign policy and aims at having students see the various factors which affect this shaping, as well as the difficulties faced by those who must cope with these problems. Finally, the student is asked to relate any insights he may have gained to the Vietnam War.

### *Organization of Text, Teaching Aids, and Approaches*

The eight sections of this unit are: 1) Foreign Policy, and American Democracy, 2) Contain or Take the Offensive? 3) Korea: Response to Aggression, 4) Korea: Response to Victory, 5) Korea: Response to Chinese Intervention, 6) The Choice Spelled Out, 7) The Burden, 8) Looking Back. Emphasis is on inquiry through documents and questions from the teacher's manual. The questions, however, are skeletal, and the material presented is difficult and needs more directives.

### *Suggested Uses*

The unit does not point out alternatives to war, but rather limits the choice to limited or unlimited war in accomplishing foreign policy objectives. Much of the reading will be difficult for the average student in the lower high

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school grades, and a great deal of selection will be necessary. The material is often taken from hearings and speeches as well as official papers, many of which are complex. There is sufficient material for selection, however, and the teacher can use those which are suitable and supplement or interpret others.

#### HARVARD SOCIAL STUDIES PROJECT

The Harvard Social Studies Project has produced a series of issue-oriented unit books which delineate basic value conflicts, and work with values and concepts from the social sciences, law and philosophy. They are designed primarily to help the average high school student clarify and deal with his own position on public issues.

The Unit books that deal directly with war, peace, conflict and change are:

1. *The American Revolution: Crisis in Law and Change* (1967)
2. *The Civil War: Crisis in Federalism* (1969)
3. *Diplomacy and International Law: Alternatives to War* (1970)
4. *The Limits of War: National Policy and World Conscience* (1970)
5. *Nazi Germany: Social Forces and Personal Responsibility* (1968)
6. *Organization Among Nations: The Search for World Order* (1970)
7. *Revolution and World Politics: The Search for National Independence* (1970)
8. *Twentieth Century Russia: Agents of the Revolution* (1968)

All titles are by Donald W. Oliver and Fred M. Newmann, and are available from: American Education Publications, Education Center, Columbus, Ohio 43216. 35¢ per book in sets of ten or more with teacher's guide.

#### THE AMERICAN REVOLUTION: CRISIS OF LAW AND CHANGE

##### *Content, Scope, and Aims*

This unit raises the following questions within the context of the American Revolution: 1) What is a proper government, and where does its power originate? 2) In what ways should people--as groups or individuals--be able to express themselves to constituted authority? And what responsibility do rulers have to listen? 3) When and how is authority to be challenged? Are there rules which tell us when control becomes tyranny? Is there any way of knowing the point at which dissent may properly turn to revolt? Is violence ever the "right" course? The problems are presented as "open-ended" questions with no clear cut "right" or "wrong" answers.

##### *Organization of Text, Teaching Aids, and Approaches*

This unit is divided into 7 sections: 1) A Summary of Events: Seeds of Revolution--1650-1775, 2) One Man's Dilemma: The Case of George Watkins, 3) Questions of Value: Who Should Govern? 4) Larger Conflict: The Stamp Act, 5) The Crisis Bursts: Three Points of View, 6) Difficult Choices: Patriot or Loyalist? 7) Analogy Case: Incident at Pettus Bridge, March 1965. The two

sections on values and value conflict are of special interest: pages 14 and 15 deal with the question of values and government and the obligation to justify these values; on page 52 students are asked to consider the motives of men forced to choose sides. The last section on Pettus Bridge deals with civil rights demonstrators and the question of how far men should go in challenging established authority in order to gain what they think is right. Alternative approaches than the unit provides are suggested, such as treason, violence, or the right to revolt. Unit tests and discussion questions are provided.

#### *Suggested Uses*

Significantly this unit focuses on the American Revolution in terms of the larger questions of governmental authority and its challenges, rather than patriotism. Hard questions are faced openly through case studies which are clear and readably presented for high school students. However, no alternatives for the colonists or the British are suggested, although the section on Pettus Bridge does pose the question of withdrawing from rigid positions.

### THE CIVIL WAR: CRISIS IN FEDERALISM

#### *Content, Scope, and Aims*

This introduction to some of the issues of the Civil War poses the following questions: 1) Who should be held morally responsible for slavery and its effects? What duties does such moral responsibility create for individuals and governments? 2) On what kinds of issues must there be a single uniform national policy? For what issues is it reasonable to allow local determination of policies and institutions? 3) On what grounds is it legitimate for a person, group, or government to withdraw from a contract or agreement to which they have been a party by tradition or choice? 4) Under what conditions, if any, would a person or local government be justified in deliberately violating federal law? 5) What are the advantages and disadvantages of responses such as martyrdom, peaceful civil disobedience, rioting, secession, or revolution by groups that feel they cannot tolerate existing national policy? Modern analogy cases dealing with Huey Newton and the Watts riots pose similar questions in a contemporary context.

#### *Organization of Text, Teaching Aids, and Approaches*

The unit on Civil War is multi-faceted as were the causes and consequences of the war. "Personal and Political Meanings of Slavery" sets the stage for considering the Civil War crisis. "National Political Crisis" introduces the main constitutional conflicts and reviews national political compromises. The section on "Slave Resistance," "Northern Dissent," and "Protest" deals with deliberate violations of the law by groups who see the law as unjust. "Prelude to War" gives some sense of the conditions and events that led to the war and illustrates the problems of Federalism. Finally, "Protest" describes the unfolding of events which touch off vast social conflict through "minor accidents." Excellent discussion questions follow each reading. Alternative approaches suggested are to focus on the future of Federalism, on the black "colonies" in modern America and on historical causation.

**Suggested Uses**

Urban riots, disruption, polarization of attitudes on issues of war, race, and law enforcement, the modern crisis in the American Federal system all combine to make this unit not only historically significant, but relevant to current and future policies in the U.S. The modern analogies are especially useful here. Furthermore, the high school unit raises the question of how much ideology plays a role in causing mass violence, or whether this seems to be determined primarily by the mood of a crowd at a given time; and how to avoid social violence and polarization of opinions.

**DIPLOMACY AND INTERNATIONAL LAW****Content, Scope , and Aims**

The nations of the world use international law and diplomacy as the chief agents for maintaining stability. This unit examines the form and uses of treaties, international courts, and established customs as a means of maintaining peace. Working toward a definition of international law, students also are asked to examine how international agreements are enforced and to make distinctions among law, diplomacy, and politics. In addition a case study is presented for change brought about by an unusual force, non-violent action.

**Organization of Text, Teaching Aids , and Approaches**

The colonization of Africa, the case of South-West Africa and the World Court, the Common Market, the Panama Canal, Cuban Missile Crisis, and Gandhian non-violence are the case materials which illustrate the problems of diplomacy and international law. Questions are provided to provoke thought and pose problems. In addition to a specific case before the World Court, the court itself is analyzed and hypothetical problems raised about its jurisdiction and responsibilities. The issue of human rights in international law is also examined. Perhaps the most striking aspects of this unit are the wide variety of international conflicts which are examined and the many factors identified which have impact on conflict resolution. Students are encouraged to analyze their own values and actions.

**Suggested Uses**

The case materials are readable and at a level suitable for a wide variety of students, if used selectively. Because so many kinds of international conflict are presented, the teacher might wish to pick out one or two for more intensive study, and supplement these with additional materials. The unit can be used in many courses, dealing as it does with international law, economic agreements, agreements based on customs, and the questions of individual and group force, both violent and non-violent.

## THE LIMITS OF WAR: NATIONAL POLICY AND WORLD CONSCIENCE

### *Content, Scope, and Aims*

This unit explores problems of world violence, world peace, and justice. It begins with an historical overview of the major changes in attitudes toward war from the limited professional armies in medieval times through the United Nations Charter outlawing aggressive war. Seeking to define the limits of modern war through a study of the Nuremberg trials, it raises the question of what limits of violence can be tolerated in the modern world. The justification and use of nuclear weapons is discussed in the Hiroshima case study, with the implications for the future raised in "A War for Tomorrow."

### *Organization of Text, Teaching Aids , and Approaches*

THE LIMITS OF WAR is divided into four sections: 1) Historical Background, 2) The War Trials, 3) Defeating Japan, 4) The Future. This "case study" approach uses a variety of materials such as stories, documents, and interpretive essays. Excellent questions which encourage students to consider problems and alternatives, are provided in the text. Analogous situations facilitate open-ended discussion so that students may formulate their own conclusions. In the review, reflection, and research section, broader questions are posed and additional activities lead to further analysis and discussion. Three mini-games are suggested for classroom use.

### *Suggested Uses*

The project units encourage high school students of average ability to clarify and justify their positions on public issues. The unit materials are very suitable for that level and, with adjustments, for other levels as well. They can serve either as a text or as supplementary materials since they are organized in such a manner that the teacher may select out specific ideas for illustration and discussion. In addition, two supplementary unit tests are provided.

## NAZI GERMANY: SOCIAL FORCES AND PERSONAL RESPONSIBILITY

### *Content, Scope , and Aims*

Readings from journals or books by participants and eyewitnesses focus on the rise and fall of Nazism in Germany between 1918 and 1945. Questions which have continuing meaning in contemporary life are raised, including: 1) Must centralized power be the antidote for political factionalism and economic hardship? 2) What distinctions can be made between a people's legal and moral obligations? 3) How must the individual weigh his safety and self-interest against his part in a larger community or cause?

### *Organization of Text, Teaching Aids , and Approaches*

NAZI GERMANY begins with the experiences of a 21-year-old German at the outbreak of World War II, follows the rise and fall of the Wiemar Republic, the rise

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of Hitler and the Nazis, describes a family in a German town with divided loyalties, and finally the end of democracy in Germany. Good discussion questions are included at the end of each section. "Persisting Questions of History" raises questions which deal directly with the subject matter and then relates these questions to ideas which deal with current problems affecting our lives. These provide a basis for analysis and reflection. The unit deals for example, with the creation of "strategic hamlets" in Vietnam, bombing of villages in Vietnam, and social pressures brought to bear on the publisher of a small town newspaper.

#### **Suggested Uses**

This booklet and guide do not deal extensively with the background or development of war, but rather with how individuals responded to social and economic crises. The material is suitable for high school use. Of special value are the questions related to individual responsibility and responsibility to the State. Two alternative approaches suggested in the teacher's guide are to: 1) focus on the development of political power; 2) focus on moral responsibility.

### **ORGANIZATIONS AMONG NATIONS**

#### **Content, Scope, and Aims**

Types of international organizations explored in this unit include: 1) functional structures, 2) regional structures, 3) UN type of world organization, and 4) the world government approach. The basic issue is whether it is possible to control major powers or superpowers by any form of international organization, including full-scale world government. The underlying premises behind the various types of organization are analyzed along with the feasibility of movement toward a more stable international system.

#### **Organization of Text, Teaching Aids, and Approaches**

Organizations among nations are examined through: 1) The League of Nations, 2) The United Nations, 3) A Role-Playing Game, 4) The Organization of American States, 5) A Group Experiment (The Robber's Cave Experiment). A specific case study related to each organization and its workings is presented, as is a simulation game which deals with a possible crisis in Latin America in 1992. The unit does not predict whether nations will submit to some form of international order, but does raise questions and problems which could lead to the search for alternative organizations, and stresses disarmament. The game requires a minimum of additional material, most of which is available to all teachers, and is an exciting way of dealing with potential international conflict.

#### **Suggested Uses**

Since the premises and possible functions of international organizations are examined, not their structure, and since it is difficult for many to consider any kind of regional or world political body, the unit in part or whole is useful in examining past prejudices and future possibilities. It should present no problem for the average high school reader and can be used selectively with not so able students.

## REVOLUTION AND WORLD POLITICS

### *Content, Scope, and Aims*

Intervention and revolution are the major themes here. Among the questions dealt with are: 1) Under what conditions should a nation intervene in the affairs of another nation? 2) Are some means of intervention more justifiable than others? 3) When should an international group intervene? 4) How do revolutions abroad affect the vital interests of the United States? The focus is on decisions, aims, and objectives.

### *Organization of Text, Teaching Aids , and Approaches*

Four case references make up the unit: 1) The Castro Regime: Revolution and Intervention, 2) The Road Back to Budapest, 3) The U.S. in Vietnam, 4) Israel on the Brink of Defeat. Interspersed with the case materials are "persisting questions of modern life," to stimulate thought and pose problems, as well as alternatives. They are directive, thought provoking, and open-ended. Mini-games for the class are suggested and unit tests on two levels are provided. Analogy cases for Hungary and Cuba raise personal decision situations for students.

### *Suggested Uses*

Any segment of this book would be useful in posing new problems and raising questions about foreign policy and intervention, one of the most pressing aspects of current foreign policy. The sum of the unit provides a thoughtful analysis of the concept of foreign policy intervention while any section provides an excellent supplement to a particular historic incident. The material is suitable for high school use.

## 20TH CENTURY RUSSIA: AGENTS OF THE REVOLUTION

### *Content, Scope, and Aims*

20TH CENTURY RUSSIA is described as a unit on the process of revolution in modern societies. The main issues are: 1) Should change be allowed to arise only "naturally" within a community, or is outside agitation justified in some circumstances? 2) Is it morally right to use violence to gain political power, and if so, under what circumstances? 3) To what extent should government be responsible for people deprived of property or security during periods of rapid political and economic change? 4) To what extent should different levels of government take leadership in promoting drastic changes that will affect large numbers of citizens? 5) What should be the role and the obligations of an individual caught in the midst of revolutionary mass movements?

### *Organization of Text, Teaching Aids , and Approaches*

This unit examines the process of revolution, from the Narodniki in 1873, through the Stalin era. Background to Revolution is followed by a section called Revolution and the Duma, in which the 1905 situation is described from the point of view of the workers, a student, and the Czar. The Turmoil of Change presents

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the fight for control of the nation after 1917. Finally, the Stalin Era deals with some of the pressures on and experiences of individuals as the revolution continues. As in previous booklets, guide questions focus discussion while the "persisting questions of history" point to analogous situations which are more immediate to students.

#### **Suggested Uses**

20TH CENTURY RUSSIA deals with a topic that is still a source of great passion. Since it is issue rather than subject-oriented, it may provide a better opportunity to analyze the concept "revolution." The unit booklet fits into many social studies courses, and can be especially effective when used with the AMERICAN REVOLUTION booklet. Unlike others in this series, this unit does not lend itself easily to excerpting, due in part to the chronological treatment. Unit tests are provided with the teaching guide as are alternative approaches.

APPEASEMENT IN THE 1930'S--WHY DID DIPLOMACY FAIL? *Robert W. Gillette. Scholastic Book Services (Great Issues Series), 904 Sylvan Ave., Englewood Cliffs, N.J. 07632. 1966. 75¢.*

#### **Content, Scope, and Aims**

This booklet focuses on options available to those who must deal with the threat of aggression. The author sees the possibilities as four: appeasement, negotiations on the basis of equality, economic sanctions, and war, and it is around these that the unit is organized. The failure of the League of Nations and the western democracies to find ways to deal with aggression are examined through the primary sources and selected materials.

#### **Organization of Text, Teaching Aids, and Approaches**

The text is divided into six parts. These cover Hitler's rise to power, aggression in Ethiopia and Spain, the Rhineland Crisis, the tragedy of Munich, the Nazi-Soviet Pact, and finally dealing with dictators. As in other Scholastic unit books much of the material is from original sources and historical analyses. Questions for thought and discussion are raised throughout the text.

#### **Suggested Uses**

APPEASEMENT IN THE 1930'S provides a wide variety of useful material for high school students. The unit depends heavily on historical interpretations by people such as Winston Churchill, Paul Reynaud and William Shirer, most of them very reliable. The questions asked about dealing with aggression appear very complex, and relate to the understandings of the analyses quoted. Since the material deals with very complex situations, answers to the thought and discussion questions are complicated by the author's own interpretation and the interactions of many opposing forces. The questions are quite good, and while no ultimate answers to the possibility of dealing rationally with Hitler or settling the problems around a conference table may be forthcoming, the difficulties these problems posed for those forced to deal with them are made clearer.

ATHENS AND SPARTA IN CONFRONTATION. *Education Development Center, Inc. 15 Mifflin Place, Cambridge, Mass. 02138. (To be commercially available 1973).*

#### **Content, Scope, and Aims**

Athens and Sparta in the fifth century B.C. provide the focus for this unit on conflict and change, which tries to provide an understanding of the nature of these two societies and their behavior during the Peloponnesian Wars. Some fundamental questions posed are: "To what extent does war transform the nature and characteristics of a society? What moral questions do a state and its citizens confront in war? What resources and standards does a society draw on to deal with the dilemmas of war? Can it remain true to its ideals? Finally, is war inevitable or are there other alternatives for nations in conflict?" The unit does not try to survey or cover Greek history, but rather it focuses on and analyzes the behavior and value systems of a society at a particular time.

#### **Organization of Text, Teaching Aids , and Approaches**

ATHENS AND SPARTA IN CONFRONTATION is divided into six sections. Two introductory pieces, "Why do men fight?" and "Must men fight?" explore the relationship between fighting and men's motives and values. Each of the remaining four sections, "The strategies of war", "What are the obligations of war?", "Leadership and the decisions of war", and "The legacy of war" examine some particular phase of the confrontation--the stresses, the moral dilemmas, the effects of leadership, and the effects of war on each society. A very detailed teacher's guide, which outlines and organizes the unit and suggests teaching strategies, is included. There are questions for discussion and for posing problems. In addition, the unit makes use of role playing, maps and charts. In the student's text, questions are also posed. For example, a selection from ANTIGONE raises the question of personal dilemmas and their resolution; it then poses the broader question of societies and their dilemmas.

#### **Suggested Uses**

The ATHENS AND SPARTA unit is enormous and complex, raising questions which are to be answered through the analysis of data and documents. Although recommended for secondary students, some of the material and concepts would appear to be too difficult for the student who is not at least average or above. The unit is so designed, however, that selections or even sections can be omitted. The teaching strategies are varied enough so that the classroom teacher can deal effectively with ideas through role playing and games. It is possible that the teacher using this unit might wish to place more emphasis on alternative methods of solving conflicts. This question of alternatives is raised specifically at the conclusion of the unit. Also, sufficient historical perspective is provided, particularly in the teacher's guide, so that one issue or concept could be considered without making use of the entire 6-8 week unit.

12.

CHINA PAC. *Orbis Books, Maryknoll, N.Y. 10545. 1971. \$4.95.*

***Content, Scope, and Aims***

The CHINA PAC's educational design is to view the People's Republic of China from its own perspective. It is a self-contained unit with materials taken largely from original sources. No attempt is made to be objective. Materials which are Chinese are expected to have a pro-Chinese bias. The users are expected to exercise their own critical evaluation of the materials, which often take the form of an excerpt from a diary, a selection from a revolutionary drama troupe, or readings on communes and worship in the People's Republic. Three paperbacks, *Five Articles by Chairman Mao Tse-tung*; *China Profile*, edited by Ross Terrill; and *This is China Today*, by Norman Endicott are included.

***Organization of Text, Teaching Aids , and Approaches***

A Leaders Guide is available, with introductions to the sessions. The major portion of the CHINA PAC materials are organized into a mimeographed booklet arranged by topics such as China preconceptions, feudalism, imperialism, old China, new China, etc. The introductions in the Guide are necessary since not all the material is self-explanatory. There are exercises on perception and misperception as well as role playing and drama exercises. However, the Leaders Guide does not go far enough. After the original introductions, very few questions are raised to provide direction and pose problems for student discussion. A more comprehensive guide would be helpful for the teacher without background.

***Suggested Uses***

The CHINA PAC materials have been field-tested and are intended for flexible use with high school or college-age youths as well as adults. They are organized so that a particular concept can be selected for a one day lesson, several for a weekend seminar or for more depth as a 2 or 3 week mini-unit. The materials are readable at the upper high school level. For the less able student there are sufficient materials for reading in class or for class dramatization. While it might be argued that the material is biased, the bias is quite apparent and stated by the publishers. Other materials from a different perspective could easily be included along with the CHINA PAC.

DEVELOPMENT: BRIDGE TO PEACE. *American Freedom from Hunger Foundation, 1717 H Street N.W., Washington, D.C. 20006. 1970.*

***Content, Scope, and Aims***

DEVELOPMENT: BRIDGE TO PEACE is a resource unit from which a course can be constructed. It is intended for flexible use in a school curriculum or community seminar as an introduction to the causes and consequences of poverty, which it sees as one of the greatest obstacles to human growth. The study of U.S. poverty is integrated with that of poverty in the developing countries.

#### *Organization of Text, Teaching Aids , and Approaches*

The unit is divided into three parts: 1) What is the situation? 2) Why? What are the causes of the present situation? 3) What can be done? For each of the sub-divisions, lists of readings, films, activities, and discussion questions are suggested. Most of the questions open broad problems and issues rather than guiding specific activities or utilizing inquiry methods to arrive at a conclusion. When a question is posed, an extensive listing of source materials is provided for research. Those considered the best are starred.

#### *Suggested Uses*

The author considers this a resource unit from which a course may be constructed. The unit does provide an extensive source of ideas and materials for any teacher or class interested, but without further readings and research on the part of the classroom teacher, the unit could not be easily brought directly into the classroom. It does provide an overview of the problem and its components, and a substantial number of resources for tackling the questions raised.

DEVELOPMENT: NEW APPROACHES. *INTERCOM* #69. *Center for War/Peace Studies, 218 East 18th Street, New York, N.Y. (April 1972)*. \$1.50.

#### *Content, Scope, and Aims*

DEVELOPMENT: NEW APPROACHES is an issue of the magazine *INTERCOM*, which is designed as a guide for educators and contains teaching units as well as resources for the expansion of these units. It focuses on the widening gap between rich and poor nations and between the rich and poor within nations. The fundamental development issues discussed include the views of the poor people themselves, the questions of the moral responsibility of the industrialized nations toward development of the Third World, and the difficulties and complexities of proposed solutions to the problems of development. Resources for further study are an important part of the teaching guide.

#### *Organization of Text, Teaching Aids , and Approaches*

The issue includes a context setting essay with data and insights leading to new development approaches, four teaching lessons on development, an annotated list of materials and films, an annotated bibliography and a description of organizational resources. Each lesson plan contains readings and accompanying discussion questions for the teacher and student. The themes of three lesson plans are: 1) The situation of underdevelopment, 2) How the Third World views the situation, 3) The role of the United States in a developing world. The final lesson is a series of role playing scenarios through which students may enlarge their discussions. As much as possible, students are encouraged to weigh the evidence and draw their own conclusions.

#### **Suggested Uses**

The DEVELOPMENT issue is intended for grades 10-14. The teaching units are self-contained and useful within a variety of social studies courses either as an introduction to development or as a mini-unit. Supplementary material is not required with the teaching units. The resources included make the teaching guide expandable for a longer unit depending on the interest of the teacher and student.

**POLITICAL SYSTEMS.** *Byron G. Massialas and Jack Zevin. (World History Through Inquiry Series). Rand McNally and Company, School Division, Box 7600, Chicago, Illinois 60680. 1969. Student edition: \$1.60; teacher's guide: \$1.60.*

#### **Content, Scope, and Aims**

POLITICAL SYSTEMS provides students with materials that encourage them to think analytically about different political systems and form concepts about the structure and function of government. The unit places emphasis on hypotheses formation, analyses, and generalizations. Exposure to social science research methods is a major emphasis.

#### **Organization of Text, Teaching Aids, and Approaches**

A series of six exercises provides: 1) Identification of Political Leaders; 2) Analyses of Documents; 3) Classification and Comparison; 4) Formation of Value Judgments; 5) Test Questions; 6) For Further Inquiry. Questions are provided for consideration throughout the student booklet. When documents are used, questions focus on specific aspects of the reading. The intent, however, is for students to raise their own questions. In an analysis of political systems the documents range through a description of a one-party state, Pericles' "The Funeral Oration," the benevolent absolute monarchy of Frederick II of Prussia, and Li Ssu's description of a strict and despotic absolute monarchy. The unit is strongly supported with a teacher's manual which gives direction and focus to social studies inquiry methods as well as content material. Essay test materials are provided as are suggestions for further study.

#### **Suggested Uses**

POLITICAL SYSTEMS is organized topically and conceptually. Much of the success of this unit with less able students depends on careful selection and development by the teacher within the classroom. For more able students, the materials and their analysis should provide an acceptable challenge. The topical arrangement makes the material useful as an introduction to political systems or as a supplement to a more traditionally structured world history course.

UNDERSTANDING U.S.-CHINA RELATIONS. *INTERCOM* #68. *Center for War/Peace Studies, 218 East 18th Street, New York, N.Y. 10003* (November 1971). \$1.50.

#### *Content, Scope, and Aims*

UNDERSTANDING U.S.-CHINA RELATIONS, an issue of the magazine *INTERCOM*, designed as a guide for educators contains teaching exercises as well as resources for the expansion of these units. China is placed in the context of her view of Asia as well as her historical relationship with the rest of the world.

#### *Organization of Text, Teaching Aids , and Approaches*

The condensation of A. Doak Barnett's recent book, *A New U.S. Policy Toward China* sets the context and outlines the problems involved. This is followed by self-contained lesson plans which deal with three issues: 1) China's view of the World, 2) China and the West - A Happy Pair? 3) Communist China in the United Nations - Would it Make a Difference? The teaching exercises are a collection of readings along with some guide questions. They may be used independently and vary in length from one day to three depending on the teacher and students.

#### *Suggested Uses*

The issue is a resource guide and program catalyst, rather than a text, and has multiple uses depending on the time available. The teaching exercises will serve those who have only a few days while the resource materials make possible the development of a longer unit. Lesson three deals with possible actions of the People's Republic of China in the UN through eight hypothetical situations. The objective here is to have students face the necessity of dealing constructively with the kinds of problems that the People's Republic might raise.

THE U.S. WAR WITH SPAIN, 1898--WAS EXPANSION JUSTIFIABLE? *Jack R. Fraenkel. (Great Issues Series).* *Scholastic Book Services, 904 Sylvan Ave., Englewood Cliffs, N.J. 07632. 1968.* 75¢.

#### *Content, Scope, and Aims*

The conflict between those who favored expansion in 1898 and those who opposed it is the central issue of this slim book. The forces which led the U.S. into war and expansion are examined as the basis for still larger questions regarding intervention and annexation. In addition to these issues, the book uses historical writings to ask the reader to consider the question of fact versus interpretation, between what actually took place and what meaning the author thought the event had or might have.

#### *Organization of Text, Teaching Aids , and Approaches*

Four sections constitute the major portion of this unit. They are: 1) in retrospect -- facts and interpretation of history, 2) Intervention in Cuba, 3) The interventionists and expansionists, 4) The anti-imperialists. Each section uses

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source materials, speeches, editorials, historical interpretations, or poetry to illuminate the feelings and political thought of the time. Within the text, questions for thought and discussion are raised. No other teaching aids or approaches are recommended, but a separate teacher's guide is available which suggests assignments, activities, and topics for discussion.

#### *Suggested Uses*

THE U.S. WAR WITH SPAIN, 1898, is intended for grade 11. The material is suitable for that level, and with teacher supervision can easily be used with less able students. The unit, balanced in presenting opposing points of view, provides students with the opportunity to examine a situation and make critical judgments about the actions of nations and leaders and the historical interpretations of those actions. The unit does not deal with some of the larger problems of war and its alternatives, so that students do not have a chance to consider other possibilities. The activities suggested in the teacher's guide do not offer a wide variety of choices for students.

WHO AM I - A CITIZEN OF THE WORLD. *World Without War Council - Midwest,*  
*7245 South Merrill Avenue, Chicago, Illinois 60649. 1971.*

#### *Content, Scope, and Aims*

WHO AM I - A CITIZEN OF THE WORLD is a unit for the intermediate level--geared for the sixth grade. It deals with developing "world consciousness" in the student, helps him understand the interdependent character of peoples and nations, and the nature of conflict and the methods and systems for non-violent conflict resolution.

#### *Organization of Text, Teaching Aids, and Approaches*

WHO AM I . . . is organized into five daily lesson plans each listing the aim for that day and the methods for classroom use. For example, the first day a film Neighbors is to be shown, and discussion questions related to the film are provided. On the second day, the topic is the role of the world bodies such as the UN. Again a film is suggested, followed by role playing. The third day, discussion centers around a story stressing the "oneness" of people.

#### *Suggested Uses*

The unit has not been used extensively. As a package it might prove difficult for many teachers since it relies on two films not easy for some to obtain. On the second day a "mock General Assembly" is set-up. Without very specific directions and guidelines (not provided), such sessions are usually very difficult to handle successfully. There is much of value in the unit, however. It is well thought out, fairly complete in itself (except for the films), and well worth looking at as a unit or for ideas. It is available in mimeograph form.

**WORLD ORDER.** *Byron G. Massialas and Jack Zevin. (World History Through Inquiry Series), Rand McNally and Company, School Division, Box 7600, Chicago, Illinois 60680. 1969. Student edition, \$1.60; teacher's guide \$1.60.*

#### *Content, Scope, and Aims*

WORLD ORDER emphasizes problem-solving skills. It is concerned with ways of achieving and maintaining a world without war. Students are asked to analyze war as a way of resolving conflicts, then examine the use of negotiated settlements in conflicts such as Trieste, the Congo, and Kashmir, and look at alternative models of world organization in the year 2000.

#### *Organization of Text, Teaching Aids , and Approaches*

Exercise 1 provides evidence in the form of photographs, government documents, news reports and letters for analyzing war as a way of resolving conflict. Later exercises provide documents for analyzing other ways of resolving conflicts, and considering the future. Exercise 4 raises questions of value with specific focus on the question of nuclear capability, nuclear destruction, and the possibilities of arms limitation. In considering the future, five models of international organization provide a staging ground for simulation. Various crises are suggested and students are asked to determine how each model would resolve the crisis. A well conceived and directive teacher's manual provides more questions as well as essay test materials.

#### *Suggested Uses*

WORLD ORDER is useful in world history, culture, or civics courses. In addition, materials from the unit could be excerpted for a particular concept such as conflict resolution, future models, or arms limitation. Self contained, the unit is a good basic introduction to world order.

**VIETNAM CURRICULUM.** *(New York Review Book published with Boston Area Teaching Project, Inc.) The New York Review of Books, 250 West 57th Street, New York, N.Y. 10019. 1968. 4 volumes \$10.00.*

#### *Content, Scope, and Aims*

A massive piece of work, the VIETNAM CURRICULUM contains sets of original documents which students can study and use as a basis for their own conclusions. While the topic is Vietnam, the unit has two emphases in the context of American foreign policy. The first is a look at the general impact of industrially developed countries with ample military means upon the nations of the third world. The second is on the war's impact on us and our lives, especially the functioning of American democracy. The intention of the VIETNAM CURRICULUM is to use the materials provided as a basis for an analysis of problems and to help the high school students develop the social and political maturity needed to be members of a democratic society. While the title is VIETNAM CURRICULUM, many other topics are covered including: third world development and revolution, the Communist revolutions, the American revolution, the American electoral process,

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race relations, attitudes toward violence, the historical background of Vietnam, the dilemma of individual American responses to the war, and many others.

#### *Organization of Text, Teaching Aids , and Approaches*

The VIETNAM CURRICULUM is divided into four books: 1) Introductory units, 2) History and Issues of the War, 3) Impact of the War, and 4) American Attitudes and Values. Each volume includes within the text a teacher's guide with suggestions for dealing with the materials. While these are very specific, they are not considered the only means of handling the material and alternatives are frequently suggested. Extensive use is made of dilemma stories. Students are thus challenged to consider the problems which directly confront those involved with the war; they are real problems, intended to call forth both an emotional and intellectual response. Role plays and questionnaires are also included. Several units stress the relationship between the topic in the lesson and the student's actions in the world outside the school.

#### *Suggested Uses*

The VIETNAM CURRICULUM is so comprehensive that it can fit anywhere. As a complete text, it could take a year to cover. It is intended, however, to be used as best suits local needs. Individual books, lessons, or materials can easily be selected out and used for supplementary materials or as mini-units. While the unit is intended for standard academic courses, the materials, and more importantly the methods, are such that parts can easily be adapted for use in lower ability classes. The role playing and dilemma stories are particularly effective for stimulating students, first by allowing them to deal with their own opinions as individuals, and then encouraging a re-examination of these attitudes and opinions.

## II. ORGANIZATIONS

### A. Working with Teachers through Workshops, Seminars, etc.

CENTER FOR TEACHING ABOUT PEACE AND WAR, 754 University Center Building, Wayne State University, Detroit, Michigan 48202.

Sponsored by local school systems and teacher training institutions. The Center's objectives are to improve instruction in world affairs and world understanding, with emphasis on the problems of war and peace. Plans and programs include a newsletter for teachers, seminars and workshops, field services, and a curriculum laboratory for resource evaluation. The Center considers that human rights, ecology, and dehumanization come within its purview, and has increasingly taken on public education functions in addition to its work with teachers. It has a speakers bureau and conducts public conferences and seminars on issues. A local supporting organization is now being organized in the area, to provide increased funding and community assistance. A multi-school program involving 25 high schools has been in operation for four years. It includes a teacher training course in the School of Education and a five-month classroom program.

CENTER FOR TEACHING INTERNATIONAL RELATIONS, Graduate School of International Studies, University of Denver, Denver, Colorado 80210.

Funded by the Office of Education, the Center provides pre-service and in-service training, new instructional materials, and acts as a clearing house for disseminating information on currently available internationally oriented materials. CTIR holds that two central themes require special stress. The problems involved in decision-making need to be understood, especially when decisions are required in unstructured situations and, therefore, are more subject to individualized pressures, and there must be a profound awareness of the interdependence of all nations, an awareness that the world is a system and that the interactions place constraints on each nation.

The regional Materials Distribution Center serves educators in the Rocky Mountain area, not only as a library and resource center but also as a source of new ideas. Among the materials produced for distribution are: an annotated film listing; a list of books on international relations; a list of materials on teaching the social studies; an annotated bibliography on nationalism; an annotated bibliography on Latin America; a selected bibliography on history, the social sciences, and the social studies; a selected annotated bibliography for teaching about revolution; and a guide to materials available for teaching about U.S. foreign policy, designed for the secondary school level.

CTIR has also produced a number of curriculum units which have been classroom-tested and are available in experimental form. These include: *Nationalism*

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(readings and multimedia), *Revolution and Intervention* (and a supplementary student guide).

Games and exercises are also promoted, including some produced by the Center and others available commercially. Some of these are: *State System Exercise*, Professor William Coplin, Syracuse University; *Resources and Arms*, from the Sociological Resources for the Social Studies Project; *Star Power*, R. Garry Shirts; *System Imperiled!*, CTIR; *Intelligence Gathering*, CTIR; *Authority*, CTIR; *Modernization in Asia*, CTIR.

CENTER FOR WAR/PEACE STUDIES, 218 East 18th Street, New York, N.Y. 10003.

The Center for War/Peace Studies is an educational development, research, and consulting agency working with and through educational institutions and voluntary organizations across the country to increase public awareness and knowledge about our global society and its problems of conflict and social change. It promotes constructive alternatives for the fulfillment of international responsibilities, the furtherance of democratic values, and the resolution of conflict without war.

The Center sees the school system as an institution which reaches almost every citizen and hence as an ideal instrument through which a well-informed citizenry can learn to consider complex issues responsibly and intelligently and thus take a hand in helping shape foreign policy. The Center therefore decided recently to make education its highest priority.

The Center is now concentrating on work with educational institutions. It believes that changing the curricula and training teachers is necessary but not sufficient; that lasting and constructive change in education depends on the support of school administrators and those who shape the educational climate, as well as parents and others who provide the community context in which educational institutions exist.

Some of the Center's programs and projects are:

*Schools Program* - National service to schools (K-12), in utilizing curriculum materials and teacher training, workshops, consultation, and materials. Cooperative projects of the Center with a number of schools, school districts, and educational organizations (e.g. Center for International Programs and Comparative Studies, New York State Department of Education; Center for Teaching International Relations, University of Denver; World Law Fund).

*Diablo Valley Education Project* (See separate listing).

*Curriculum Development Program* - The Curriculum Development Program is preparing (for commercial publication) a series of eight 3-4 week units, entitled *Approaches to Conflict and Change*, which will enable teachers to deal with a number of critical issues and concepts. These self-contained units can be used together to provide a full semester of work on significant international concerns.

**Curriculum Materials Collection Project** - Collection and evaluation of materials developed by organizations, social studies projects and individuals, teachers and school districts, leading to a comprehensive catalogue and identification of areas of needed work. Cooperative Project of the Center; Center for Teaching International Relations, University of Denver; the American Political Science Association Committee on Pre-Collegiate Education.

**Publications** - INTERCOM - periodical designed for classroom teachers. Each issue usually treats a single subject, providing a context-setting piece, teaching units, and annotated resource materials, including teaching aids, bibliography, and audio-visual materials. Recent issues: *The Human Person and the War System*, *Understanding U.S.-China Relations*, and *Development: New Approaches*. Next issues on Population and on Southern Africa.

**Task Force on International Studies Education** - Established to facilitate the transmission of international studies scholarship resources to educational targets from elementary through university and adult levels. Now concentrating on the undergraduate level to increase instructors' commitment and substantive content quality. Joint Project of the Center, the International Studies Association Education Commission, and the American Political Science Association Committee on Pre-Collegiate Education.

**East Harlem, New York City** - In-depth project on learning about conflict at the elementary level in terms of attitude formation and preparation for later understanding of international problems. Joint Project of the Center, East Harlem Block Schools, and Bank Street College of Education.

**DIABLO VALLEY EDUCATION PROJECT, 50 Vashell Way, Suite 300, Orinda, California 94563.**

Founded in 1966, the Diablo Valley Education Project is a project of the Center for War/Peace Studies in cooperation with the Mt. Diablo Unified School District in Contra Costa County, California.

DVEP rests on these underlying assumptions: basic American values should be supported; war is not inevitable; Americans will support a foreign policy that is committed to peace; schools should teach about and explore the meaning of the democratic process; a student's commitment to that process is partially shaped by his educational experience; the schools have failed in their responsibility in these areas; and the schools should teach about war, peace, conflict, and the potentialities of nonviolent social change, all directed toward achieving a world system under law with universal human rights.

Project objectives are: to develop guidelines for subjects within the war/peace field from kindergarten to twelfth grade, defining concepts, values, and topics for teachers and curriculum developers; to evaluate teaching materials and educational practices, and recommend analytic techniques to aid teachers in the selection of balanced resources; to devise programs for in-service teacher training; to involve the community in determining and supporting the activities

of the project and in adult education; and to provide models of all these activities for use by other communities.

The program materials are ongoing and developing, but still experimental and not ready for extensive reproduction. Certain project papers, such as project reports and content materials, are available from ERIC Documents Reproduction Service. (Listing in October 1971 *Research in Education*).

**STUDIES IN INTERNATIONAL CONFLICT PROJECT, Center for International Programs and Comparative Studies, The State Education Department, Albany, N.Y. 12224.**

Studies in International Conflict is a project under the Center for International Programs and Comparative Studies of the New York State Education Department. A principle objective is the development of pilot units at the secondary level for the study of war and its control. The project is also involved with teacher training through in-service workshops and conferences. Among the materials available are the following:

1. *Teaching About War and its Control: A Selected Annotated Bibliography for the Social Studies Teacher*. William Nesbitt, abridged edition available. Includes books, articles, films, simulations and curriculum materials for both teachers and high school students.
2. *The July 1914 Crisis: A Case Study in Misperception and Escalation*. A unit in three parts, part one is a simulation, *The Alpha Crisis Game*, part two is an interdisciplinary, multimedia text, part three consists of source readings divided into two parts. A teachers guide is also included.
3. *Data on the Human Crisis: A Handbook for Inquiry* with teachers guide. The handbook contains some 37 data sheets, most of which include a graph that succinctly summarizes important information. The data sheets are organized under the following categories:
  - a) International and National Violence
  - b) The Cost of Arms
  - c) Population Growth
  - d) Pollution and Depletion of Natural Resources
  - e) The Rich-Poor Nation Gap
  - f) Rapidity of Change
  - g) International Cooperation
  - h) Interrelationship of Problems and the Future
4. *Readings on Human Nature and War*. A collection of interdisciplinary readings is under development for junior or senior high school students that helps to answer the question of whether war and other forms of mass violence are to be explained or something innate in man. Available for trial use about February 1, 1972.
5. *Conflict, Cooperation and War: A Conceptual Framework with Practical Suggestions for the Classroom*. Available in experimental form May 1, 1972.
6. *Guns or Butter, An International Simulation*. This simulation game, requiring about two hours total of classroom time to play and debrief, models an

international system of five to seven nations with various resources and power in which students play roles as decision-makers. The objective of the game is for the students (about 20 to 30) to advance the security and economic and political welfare of their countries. The game involves trade agreements, common markets, military alliances, and even war. Available May 1, 1972 from Simile II, 1150 Silverado, P.O. Box 1023, La Jolla, California 92037.

**WORLD LAW FUND, 11 West 42 Street, New York, N.Y. 10036**

The World Law Fund is a nongovernmental organization created in 1961 to engage in a variety of educational activities leading to the development of world order. Its School Program was established in 1963 for the furtherance of world order studies through development of curriculum materials, devising of teaching methodology, and training teachers in the use of such materials and methods.

The goals and values espoused by world order studies are war prevention and the minimization of violence among nations; promotion of economic welfare throughout the world; expanding the degree of social justice enjoyed by men by reducing injustice, discrimination, and exploitation; increasing the degree of participation on the part of minority groups and individuals in making political decisions by expanding the democratic base of public policy-making to include more of those affected by such polities; and restoring the environmental balance by reversing the current lethal trends of ecological destruction of the planet.

Materials are currently being developed for grades 7 through 12, with the projected program of development ultimately to include all grades K through 12. The materials at present available for use in the schools are most appropriate for grades 10 through 12. These are varied in form and complexity, but all are inquiry oriented in their approach and participatory in the learning style which they encourage.

The Fund has devised a number of simulation games and role-playing activities. One such game, *Conflict*, is a projected futuristic disarmed international system which students are encouraged to analyze and evaluate through a simulated crisis occurring within that system in the year 1999.

Other audio-visual materials which deal with the international system are: *Confrontation*, Ralph Meyers and Gary Thorpe available from Social Studies School Services, (SSSS), 10,000 Culver Boulevard, Culver City, California 90230. The unit contains four sound filmstrips using American and original Cuban and Soviet sources to show the background and perspectives of the protagonists in the crisis, and analyzes the decisions made during this crisis by placing students in the roles of advisors to policy makers. Also available from SSSS are: *Age of Megaton*, Robert Hanvey - a sound filmstrip reviewing development of nuclear arms with discussion questions and activities; and *Peace Games*, Beatty Reardon and Gary Thorpe - a sequence of simulation games packaged with U.N.A.. Sound filmstrip on peace-keeping and readings on the subject.

Also available is *Revolution: China and Mexico*, Ralph Meyers - two sound filmstrips and a book of readings.

The Fund has produced course outlines and units on such topics as disarmament and aggression, war and peace. It has produced a film of its own, *The Hat*, available from McGraw Hill, and has teaching guides to a variety of other films which can initiate discussions into the values related to world order studies.

The Fund invites inquiries from educators interested in the problems of the survival of mankind on planet earth. It will provide listings of currently available materials and can assist such educators in setting up their own programs through the services of field consultants. Educators seeking information or assistance related to world order studies are invited to write to Betty Reardon, School Program Director, World Law Fund.

#### B. Producing Classroom Materials

AMERICAN FREEDOM FROM HUNGER FOUNDATION, *Young World Development*, Education Department, 1717 H St., N.W., Washington, D.C. 20006 is dedicated to greater public understanding and support for programs to combat the causes of hunger and to promote development both within and outside the borders of the United States. AFFH and its youth affiliate, Young World Development, are concerned with action both at home and abroad. The Foundation seeks to arouse public awareness of the cause and extent of hunger, malnutrition and poverty within rich and poor nations as well as between rich and poor nations, and to encourage the American people to become personally involved in solving those problems. The American Freedom from Hunger Foundation produces pamphlets, flyers, curriculum resource guides and other materials useful in schools. Among the educational materials available are:

*Development: Bridge to Peace*. A 40-page curriculum guide to development, useful in classrooms, community seminars, club programs, etc. Readings, films, activities, discussion questions. \$1.00.

*Target: Development Action*. A community handbook for action/education programs that bring development issues to the attention of the general public, and that stimulate concern about and commitment to development action. \$1.50.

*Issue Packets*. Each contain pamphlets, article reprints, bibliographies and film lists, charts and graphs, etc., presenting a comprehensive introduction to a major development problem. Available now are *Hunger & Development* (\$1.50), and *Population & Development* (\$1.00).

*A Guide to Films About Development*. 42 pages describing 100 films about poverty and development in the U.S. and around the world, with rental information. \$1.50.

*Conversations on Development.* A cassette-tape series of discussions about development issues. Available now are No. 1, *What is Development?* with Robert Theobald and Young World Development staff; and No. 2, *Bangladesh*, with members of Bangladesh Mission in Washington, D.C. and YWD staff; also an NBC Network Radio Program, "Analogue." Each tape carries two 30-minute conversations (\$2.00)

AMERICAN UNIVERSITIES FIELD STAFF, 3 Lebanon St., Hanover, New Hampshire 03755, is an independent educational organization specializing in foreign area studies and producing social studies materials for high school teachers and students. It publishes PERSPECTIVES, sets of 10-12 booklets on a series of themes on countries of the non-Western world, which provide a balance between detailed, concrete case studies and more general theoretical expositions. (\$3.50 set). The first set is entitled *The Impact of Modernization on Traditional Societies*. A teacher's guide is available. Representative titles are: "Half Empty or Half Full?" (impressions of India revisited), "City Lights" (the urbanization process in Abidjan), "Witchcraft and Sorcery in Tanzania," and "La Parada, Lima's Market" (3 parts). The newest series is entitled *The Impact of Population Problems on Society*. Representative titles include: "Kenya: Pioneer in Africa," "Family Planning and Japan's New Population Politics."

JOINT COUNCIL ON ECONOMIC EDUCATION, 1212 Avenue of the Americas, New York, N.Y. 10036, is an independent, nonprofit, nonpartisan, educational organization incorporated in 1949 to encourage, improve, coordinate and service the economic education movement. It works through a number of Affiliated Councils at the state level and Centers for Economic Education on college and university campuses. The Joint Council has produced materials for students of world cultures and a teacher's guide to world trade. In 1964 it established Developmental Economic Education Program (DEEP) in order to build more economics into the school curriculum, improve teacher preparation, create and test new teaching materials at all levels, identify patterns of curriculum change, and to disseminate findings and recommendations. The Cooperating Schools Program is an extension of DEEP. A publications list is available. Materials include *Marketplace* - an economics educational game (\$75), readings, teacher's guide, *Games and Simulations for Teaching Economics* by Darrell R. Lewis and Donald Wentworth, 1971 (\$1.75).

OXFAM - AMERICA, Inc., (Oxford Committee for Famine Relief), 1028 Connecticut Ave., N.W., Suite 509, Washington, D.C. 20036, newly established, is affiliated with OXFAM, an organization which supports development projects in poorer countries, programs in agriculture, nutrition, education, emergencies, community development, family planning, and medical assistance, also produces educational materials. Oxfam-America is prepared to guide teachers to available sources of information and also distributes British and Canadian materials. Among the available materials distributed are: *The Development Puzzle: A Sourcebook for Teachers* (England), \$1.35, a sourcebook for teaching about rich world/poor world division; *The Hungry Millions: A Textbook on World Development*, \$1, a study guide and text on world poverty

and more comprehensive than *The Development Puzzle*; and *The Time is Ripe. . . The Stage is Set* \$2.50 (Canada), introductory material prepared for teachers and students several years ago.

UNITED NATIONS ASSOCIATION OF THE U.S.A., 833 United Nations Plaza, New York, N.Y. 10017, is a national membership organization working for increased understanding of, and support for, effective U.S. participation in the UN and other international organizations. UNA-USA sponsors studies on major political problems facing the U.S. in its participation in international organizations, issues national policy panel reports which include recommendations for U.S. policy. Conducts broad informational and educational programs through its Chapters, Council of Organizations, Speaker Services, CIRUNA (its collegiate affiliate), High School Program, and National UN Day Committee. UNA-USA operates a World Affairs Book Center and UNA Communications Center, providing briefings, consultation, exhibits, conference and reception facilities. It publishes a bi-monthly magazine *VISTA* (annual subscription \$4.00) with articles selected for their contribution to information about international organizations.

UNA-USA has inaugurated a School Resource Collection which brings together from a wide variety of sources UN-related materials recommended for school use. Further, a selected annotated bibliography for elementary and secondary levels for teaching materials on the UN is available for 50¢. In addition UNA-USA issues policy panel reports, program kits, publishes general information pamphlets, and teaching aids such as *How Should the United States Handle Conflicts in the 1970's?*, a curriculum unit based on a UNA Policy Panel Report. Using the inductive approach, the unit presents a way for high school students to study UN peacekeeping. \$1.25.

UNITED STATES COMMITTEE FOR UNICEF, 331 East 38th Street, New York, N.Y. 10016, was founded in 1947 to stimulate public interest and understanding for the needs of the world's children and adolescents and to provide a channel for citizen participation in the work of the UN Children's Fund. The Committee produces and distributes program and educational material for teachers on international development and the lifestyles of children around the world. These resources include films, display material, teacher's kits and topical studies based on the work of UNICEF in 112 countries, such as *A Barrio Awakens* (\$1.00) which explains UNICEF's role in a Philippine nutrition program, and the color slide set *UNICEF: For Children and the Future* (\$2.00), which illustrates the scope of UNICEF's work.

WORLD WITHOUT WAR COUNCIL OF THE U.S., 1730 Grove Street, Berkeley, Calif. 94709, is an organization committed to work for a disarmed world under law in which human beings can realize their potential for dignity and freedom. WWWC clarifies the ideas and defines and initiates the work needed to render that goal achievable. The Council plans and develops programs through which American citizens, organizations and institutions can make their own appropriate contribution to such work. Programs in local communities are carried out by regional and community councils which are functionally related but independently incorporated. Services include

voluntary organization consultation, speakers, audio-visual aids, bibliographies and film lists, study guides and other literature. Publication: *Perspective* (bi-monthly).

Of particular aid to schools are *To End War: An Introduction to the Ideas, Books, Organizations that Can Help*, by Robert Pickus and Robert Woito, 322 pp., 1970, paperback, \$1.95; a layman's introduction to twelve war/peace fields, 600 books, over 100 organizations and 50 periodicals; and *The War/Peace Film Guide* by Lucy Dougall, 56 pp., 1970, 75¢. Prepared for those working for a world without war, this guide annotates short and feature films and provides program resources and bibliographic aids designed to help program chairmen use the film media to present war/peace ideas intelligently. World Without War Council, Midwest (7245 South Merrill Avenue, Chicago, Illinois 60649) will be distributing a series of *Issue Kits* beginning with *Crisis in Pakistan*. They are packets of resource materials for which there is no subscription charge.

### C. Producing Background Materials

AMERICAN FRIENDS SERVICE COMMITTEE, 160 North 15th Street, Philadelphia, Pa. 19102, an agency of the Religious Society of Friends, undertakes a variety of programs in the U.S. and abroad including international service and relief, international affairs seminars and conferences, work at the United Nations, and peace education. Peace education activities include institutes, study/discussion groups, and action programs on crisis issues. The Committee undertakes studies of special crisis problems and publishes documented position papers and reports. Two special programs of interest are: 1) National Action-Research on the Military Industrial Complex (NARMIC) which services requests for information related to this subject, publishes reports, and has prepared a slideshow *Automated Battlefield*; and 2) the publication of *Understanding China Newsletter*, (\$3.00). The national office and ten regional offices can provide literature, (peace literature catalogue available), films, and speakers.

COALITION ON NATIONAL PRIORITIES AND MILITARY POLICY, 100 Maryland Avenue, N.E., Washington, D.C. 20002, is a coordinating body for 39 national religious, peace, labor, and scientific organizations seeking to reduce the U.S. military budget. It serves its affiliated organizations as a means of communication and as a channel for cooperative political action to oppose wasteful military programs. It encourages arms control and disarmament efforts, educates to redirect resources into programs that meet human needs at home and abroad, and seeks enactment of measures for conversion to a peacetime economy. Publishes a weekly legislative memo for lobbyists, a periodic newsletter, and some educational materials.

FOREIGN POLICY ASSOCIATION (FPA), 345 East 46 St., New York, N.Y. 10017, is a nonpartisan educational organization which seeks to develop "an informed, thoughtful, and articulate public opinion on major issues of foreign policy." It

sponsors *Great Decisions*, a study-discussion program on foreign policy issues facing the U.S., conducts conferences, seminars, briefing sessions for business, labor, professional, newspaper, organization and community leaders, and presents several views on an issue. FPA does not itself take policy stands.

*Great Decisions 1972* (\$2.20 list, quantity discounts) is available from Secondary School Sales, Holt, Rinehart and Winston, 383 Madison Ave., New York, N.Y. 10017. Teacher's guide, 13 pp., free. Designed for discussion groups as part of an annual nationwide program, *Great Decisions* articles and suggested readings for each topic afford a means of looking at U.S. policy. A chart, map, cartoon, photo and brief glossary accompany each essay, which describes a specific foreign policy issue and its background.

Also available is the *Headline Series*, 5 issues a year, (\$5.00, quantity discounts) which present analyses of current foreign policy problems. Discussion questions and references are included.

Foreign Policy Association also has produced bibliographic materials and background resources for increased understanding in the field of international studies.

LEAGUE OF WOMEN VOTERS OF THE U.S., 1730 M Street, N.W., Washington, D.C. 20036, is a nonpartisan organization, organized on the local, state and national levels to encourage citizens to participate in their government. They work to inform the citizen on how the government works. They lobby for programs they support and follow up to see to it that the programs are fairly and efficiently administered. The League prepares background material with pro and con arguments and publishes papers and pamphlets on subjects of interest in international affairs such as the U.N., trade and development, and U.S.-China relations. Issued primarily for the education of their own members, these publications are often adaptable for use by the classroom teacher. A catalogue of recent publications is available upon request.

OVERSEAS DEVELOPMENT COUNCIL (ODC), 1717 Massachusetts Ave., N.W., Washington, D.C. 20036, keeps tab on research being done on development, including trade and foreign investment. ODC determines additional needs and encourages and supports their fulfillment. It disseminates information through publications, conferences, seminars, and liaison with other national organizations. Of particular use are the *ODC Communiques*, (10¢ each, quantity prices), a continuing series of concise, non-technical summaries by experts on major current issues related to development. Also good for background and research are the *Development Papers*, which provide a more in-depth coverage. A publication list is available upon request..

POPULATION REFERENCE BUREAU, INC., 1755 Massachusetts Ave., N.W. Washington, D.C. 20036, is a private, non-profit organization founded in 1929 to educate the public about the implications of population growth and other demographic trends. The Bureau issues *Population Bulletins*, *Profiles*, *Selections*, ancillary textbooks, an annual *World Population Data Sheet*, and other publications extremely useful to teachers. *World Population Data Sheet*, (25¢ each 1-18 copies, 20¢ each 19-99 copies), provides excellent statistics by region and for each nation within a

region on population, birth, death, and growth rates, and per capita Gross National Product (GNP). A set of 7 wall charts, *General Population Concepts*, documents past, present, and predicted population (75¢ each or \$4.00 a set).

SANE, 245 Second St., N.E., Washington, D.C. 20001, is a national membership political action organization aimed at mobilizing grassroots support for American initiatives for peace in crisis and other situations; a strengthened UN and World Court; world economic development; arms control and disarmament; economic planning for peace; and reallocation of military expenditures to meet domestic needs. It places newspaper ads; runs petition and letterwriting campaigns; sponsors public meetings and demonstrations; lobbies in Washington; and supports candidates for national office. Resources include program materials, literature, audio-visual aids, speakers. Publication: *Sane World* (monthly).

SANE has several information kits on issues relating to war and peace, on such topics as: *Military-Industrial Complex*, *Peace and the News Media*, *Economic Conversion*, and *Disarmament*.

In addition a partly annotated bibliography of SANE literature and audio-visual materials is available on request.

U.S. ARMS CONTROL AND DISARMAMENT AGENCY (ACDA), Washington, D.C. 20451, has the responsibility for providing the President, Secretary of State, and Congress with recommendations concerning the scope and direction of American policy on arms control matters and assessing the effects of these recommendations on U.S. national security, foreign policy, and economy. As a part of its program of public information it publishes various reports on U.S. Arms Control programs, international negotiations, and existing treaties and military expenditures. An annual publication of special usefulness is *World Military Expenditures*, (65¢, U.S. Government Printing Office), which includes statistical information on world arms spending and comparisons of world expenditures for arms with expenditures for social programs such as health and education.

#### D. Area Study Organizations

##### AFRICA

AFRICAN-AMERICAN INSTITUTE (AAI), 866 United Nations Plaza, New York, N.Y. 10017, is a private organization working to further African development and to strengthen understanding between the United States and Africa. The School Services division assists classroom teachers to increase the quantity and improve the quality of their teaching about Africa through in-service teacher education courses, briefing sessions, one day workshops, and educational travel study programs to Africa. AAI also operates an educational materials center in New York. Free

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resource materials, bibliographies, and a handbook *Are You Going to Teach About Africa?* (\$2.00, quantity discount) are available.

AFRICA RESEARCH GROUP, P.O. Box 213, Cambridge, Mass. 02138, is a research and educational organization with a political point of view committed to promoting a more informed concern with the role the U.S. plays in the domination of Africa. It seeks to illustrate the international dimension of racism, the underlying motives for Western development policies, and the ways these Western policies twist the African countries' needs to fit their own interests. Africa Research Group publishes original research and reprints articles in book and pamphlet form. Among the titles available are *Race to Power*, *The Struggle for Southern Africa*, 1971 (\$2.00), a paperback which takes a radical position against apartheid, and *Building Freedom: Mozambique's Frelimo* (\$1.00).

AMERICAN COMMITTEE ON AFRICA, 164 Madison Ave., New York, N.Y. 10016, is a nonprofit membership organization which works with democratic movements in Africa; provides funds for legal and material aid for victims of oppression in southern Africa; arranges speaking tours for African leaders; publicizes conditions and developments in Africa and U.S. involvement in them; sponsors rallies, conferences and demonstrations; and maintains a literature distribution service. A literature and film list is available on request.

#### ASIA

ASIA SOCIETY, 112 East 64 Street, New York, N.Y. 10021, is a private, nonprofit, nonpolitical membership organization formed for the purpose of helping the peoples of the United States and Asia to know and appreciate each other better.. It has three primary areas of interest: education in the United States concerning Asia; encouragement of exchange of ideas, people and fine arts; service to Asians visiting this country. The Society's educational program is aimed at high school and college students, and at introducing more Asian studies into the high school and college curriculum by equipping teachers with the necessary background and teaching materials. The Society supports summer institutes throughout the country for teacher and community leaders and courses for teachers in the New York City System. Its teacher's packets containing background material, maps, pictures and other materials are available for South Asia and Southeast Asia. An annotated bibliography for the general reader, a film guide of recommended films, various resource units, and traveling exhibitions are among the other materials available.

COMMITTEE OF CONCERNED ASIAN SCHOLARS, Building 600T, Stanford University, Stanford, Calif. 94305, is a professional organization of Asian scholars with a political commitment which publishes a newsletter and quarterly journal, *The Bulletin of Concerned Asian Scholars* (9 Sutter St., Suite 300, San Francisco, Calif. 94104 ). Chapters undertake various activities such as curriculum development and evaluation of teaching materials. Information on chapters is available from the newsletter office in Stanford.

NATIONAL COMMITTEE ON UNITED STATES-CHINA RELATIONS, 777 United Nations Plaza 9-B, New York, N.Y. 10017, is a nonpartisan, nonprofit educational organization which encourages public interest in, and understanding of, China and its relations with the United States. Created in 1966, the National Committee carries on a vigorous information and education program and has sponsored numerous public and private meetings. It is currently helping to prepare Americans for people-to-people contacts with China.

Useful materials include: *Annotated Guide to Contemporary China*, 1971, a layman's bibliography of books, monographs, and journals dealing with the People's Republic of China and Taiwan (50¢ plus 10¢ postage); *An Annotated Guide to Curriculum Units and Audio-Visual Materials*, 1969 (50¢ plus 10¢ postage); and *China: A Resource and Curriculum Guide*, early spring, 1972, a complete guide to teaching about China, including three essays and an introduction by Edwin O. Reischauer.

SERVICE CENTER FOR TEACHERS OF ASIAN STUDIES, ASSOCIATION FOR ASIAN STUDIES, Ohio State University, 29 West Woodruff Ave., Columbus, Ohio 43210, publishes *Focus on Asian Studies*, a 20 page newsletter issued four times during the school year. It alerts teachers and librarians to information on current printed and audio-visual materials. It includes annotations of new and relevant books at both elementary and secondary levels, reports of successful teaching programs, news of conferences, and short articles having curriculum significance. *Focus on Asian Studies* is offered free of charge, voluntary contributions appreciated.

#### LATIN AMERICA

CENTER FOR INTER-AMERICAN RELATIONS, 680 Park Ave., New York, N.Y. 10021, is a nonprofit, tax-exempt, membership corporation which works to strengthen understanding between the people of the United States and the other nations in the Western Hemisphere. The Center fosters understanding of Latin American and Caribbean cultural achievements by promoting publication of literature of the region, arranging art exhibits and music programs. It carries out a public affairs program through seminars and conferences for the study and discussion of current political, social, and economic problems of the hemisphere. Of special interest to teachers is *Latin America Books*, an annotated bibliography for high schools on history, geography, culture, economics, politics and hemisphere relations, sociology and dynamics of social change. Listings are identified for students or for teachers and general reference.

#### MIDDLE EAST

AMERICAN FRIENDS OF THE MIDDLE EAST, 1605 New Hampshire Ave., N.W., Washington, D.C. 20009, disseminates information on the Middle East and North Africa, publishes teaching aids, and information on teaching opportunities abroad, and provides educational services for students from the area. The organization also promotes exhibits, lectures and seminars, provides a specialized lending library and traveling exhibits, and publishes *Mid East*, a bi-monthly newsletter.

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MIDDLE EAST INSTITUTE, 1761 N Street, N.W., Washington, D.C. 20030, aims to develop among the American people an interest in the Middle East and an appreciation of its culture, political, and economic affairs. The Institute sponsors an annual conference on Middle Eastern Affairs, exhibits, and lectures, and issues material and books. It publishes *Middle East Journal* quarterly.

### III. REFERENCE MATERIALS AND INFORMATION

The following books and materials have been selected from several bibliographies for teacher reference. The materials provide overviews, guides, or perspectives for teachers dealing with war, peace, conflict, and change.

#### A. Background and Reference

EDUCATION ON WAR, PEACE, CONFLICT, AND CHANGE. INTERCOM #65. *Center for War/Peace Studies, 218 East 18th Street, New York, N.Y. 10003. (Fall 1970).* \$1.50. An overview of the international dimension in education, listing and describing developments, curriculum projects, and resources, including bibliographic and organizational references.

INTERNATIONAL EDUCATION FOR SPACESHIP EARTH. David C. King, (*New Dimensions Series*). *Foreign Policy Association, 345 East 46th Street, New York, N.Y. 10017. 1971.* \$2.50. Suggests a 'spaceship earth' perspective for education in response to our new global interdependence. Reviews recent curriculum projects, innovations in teaching methods and resources and introduces strategies for change.

TEACHING ABOUT WAR, PEACE, CONFLICT, AND CHANGE. INTERCOM # 67. *Center for War/Peace Studies, 218 East 18th Street, New York, N.Y. 10003. (March/April 1971).* \$1.50. More overview of the international dimension, focusing more directly on the classroom. Together with INTERCOM #65 above, these provide a complete and up-to-date review of the state of the art.

TEACHING ABOUT WAR AND WAR PREVENTION. William A. Nesbitt, (*New Dimensions Series*). *Foreign Policy Association, 345 East 46th Street, New York, N.Y. 10017. 1971.* \$2.50. Develops an understanding of the causes and nature of war, examines the international system and approaches to preventing World War III and offers approaches to teaching war/peace concepts.

TEACHING ABOUT WAR AND ITS CONTROL, A SELECTED ANNOTATED BIBLIOGRAPHY FOR THE SOCIAL STUDIES TEACHER, William A. Nesbitt, ed. (Abridged edition available). *Studies in International Conflict Project, Center for International Programs and Comparative Studies, The State Education Department, Albany, New York 12224.*

TO END WAR. Robert Pickus and Robert Woito. *World Without War Council, 1730 Grove Street, Berkeley, California 94709.* 1970. \$1.95. Introductory, comprehensive guide to all the topics affecting the problems of war and peace. Identified and annotates the best current books, all of which can be ordered through the World Without War Council. More than a bibliography, it rationalizes a complex field.

#### B. Information About Simulation Games

SIMULATION GAMES FOR THE SOCIAL STUDIES CLASSROOM. William A. Nesbitt. *Foreign Policy Association, 345 East 46th Street, New York, N.Y. 10017.* 1971. \$2.50. Discusses what simulations are, the kinds of simulation games and their values, limitations and prospects. It also includes an annotated bibliography of simulation games and books.

A BIBLIOGRAPHY OF EDUCATIONAL SIMULATIONS AVAILABLE FOR RENT FROM THE CHURCH CENTER FOR THE UN. *National Council of Churches, Church Center for the UN, 777 United Nations Plaza, Room 10E, New York, N.Y. 10017.* 1971. Free. A list of 18 games dealing with international affairs which can be rented from the Center for a small fee.

#### C. Information About Films

WAR/PEACE FILM GUIDE. Lucy Dougall. *World Without War Council, 1730 Grove Street, Berkeley, California 94709.* 1970. 75¢. This guide includes an annotated list of some 100 films which deal with the problem of war. Both short and feature films are included. The guide describes many of the best films concerned with war, the arms race, international economic development and other related areas.

A GUIDE TO FILMS ABOUT DEVELOPMENT. *American Freedom from Hunger Foundation, 1717 H Street, N.W., Washington, D.C. 20006.* 1971. \$1.50. Descriptions of fifty selected films on poverty, and development in Third World Nations and an equal number on poverty and development in the U.S.

CONSULTATIVE GROUP

February 1971

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The State Education Department

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Mershon Center  
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